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P R O C E E D I N G S

American Conference of Academic Deans

Fifth Annual Meeting

New York City

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Newcomb College, Tulane University
New Orleans, Louisiana

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AMERICAN CONFERENCE

of

ACADEMIC DEANS

Purpose:

The meetings of this Conference are intended to provide opportunity for academic deans of liberal arts colleges to meet together, to share their experiences, to exchange views, and to discuss problems with which the office of the dean is chiefly concerned.

Eligibility for Membership:

All academic deans who are administratively responsible for liberal arts curricula of institutions which are members of the Association of American Colleges are eligible to become members and are invited to do so. However, the general meetings of the Conference are open to anyone who wishes to attend.

PROGRAM

Morning Session

Grand Ballroom
Commodore Hotel

9:00--Registration

9:30--General Meeting

Topic: "The Character of the Natural Science Course in the Liberal Arts Curriculum."

1. "The Backwardness of Present-Day Science Teaching."

   Professor Jacques Barzun, Professor of History, Columbia University.

2. "The Liberal Arts and Sciences: 1949- ___."

   Professor A. B. Garrett, Professor of Chemistry, Ohio State University.

3. "The Natural Science Course in the Liberal Arts Program."

   Dr. Detlev W. Bronk, Professor of Bio-Physics, University of Pennsylvania; President-Elect, Johns Hopkins University.

Discussion Period.

12:30--Luncheon

Afternoon Session

Grand Ballroom
Commodore Hotel

2:30--Business Session

3:00--General Meeting

Topic: "The Unesco Preparatory Conference of Representatives of Universities." (Held in Utrecht, Netherlands, from Aug. 2 to Aug. 13, 1948.)

1. "General Setting, Organization, and Purpose."

   Dean Marten ten Hoor, University of Alabama, (Observer, U. S. Department of State).

2. "Section Reports and Recommendations."

   Dean T. R. McConnell, University of Minnesota. (Delegate, U.S.A.)

Discussion Period

Adjournment

OFFICERS AND EXECUTIVE COMMITTEE FOR 1948-1949

Chairman: Dean Marten ten Hoor
University of Alabama
Tuscaloosa, Alabama

Vice-Chairman: Dean Harlan Hatcher
Ohio State University
Columbus, Ohio

Secretary-Treasurer: Dean Elizabeth Eckhardt May
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Frederick, Maryland

(Ruth L. Higgins, Bryn Mawr College, Editor for 1948 Proceedings)

Executive Committee: Dean Stephen A. Mulcahy, S. J. (1949)*
(Formerly Boston College)
Shadowbrook
Lenox, Massachusetts

Dean Logan Wilson (1950)
Newcomb College, Tulane University
New Orleans, Louisiana

Dean Frank Kille (1952)
Carleton College
Northfield, Minnesota

Dean Margaret Morriss (1951)
Pembroke College, Brown University
Providence, Rhode Island

Dean C. Clement French (1949)
(Ex-officio, as immediate past chairman)
Randolph-Macon Woman's College
Lynchburg, Virginia

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Chicago, Illinois

Vice-Chairman: Dean Samuel T. Arnold
Brown University
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Secretary: Dean Mary P. Smith
Hollins College
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College of St. Thomas
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Executive Committee: Dean Logan Wilson (1950)
Newcomb College, Tulane University
New Orleans, Louisiana

Editor for 1949 Proceedings

Dean S. J. Wright (1951)
Hampton Institute
Hampton, Virginia

Dean O. Meredith Wilson (1953)
University of Utah
Salt Lake City, Utah

Dean Frank Kille (1952)
Carleton College
Northfield, Minnesota

Dean Marten ten Hoor (1950)
(Ex-officio, as immediate past chairman)
University of Alabama
Tuscaloosa, Alabama

(*Indicates expiration of term of office.)

THE BACKWARDNESS OF PRESENT-DAY SCIENCE TEACHING

(A Resumé)

Jacques Barzun

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Professor Barzun spoke informally on the subject, "The Backwardness of Present Day Science Teaching". He said that the title he had chosen referred chiefly to the present college curriculum, whose backwardness might be measured by two standards, that of the nineteenth and that of the twentieth century. In Darwin's time, the rise of science as an intellectual discipline compelled scientists to make a strong case for their subject and to keep science oriented in the world of ideas. Since its admission to the curriculum that need had been deemed obsolete, hence there is very little understanding on the part of either scientists or laity about what science is, what science does, and how it does it. In other words, science has ceased to be an object of intellectual contemplation.

As for the standard applicable in the twentieth century, its character is made plain to all by a great lack: the flurry caused in many scientific minds by the implications of atomic energy shows that no preparation exists for taking intellectually and emotionally into account the consequences of advanced scientific work. The belated social consciousness shown by some of our atomic scientists would be as laughable as a child's efforts at being mature, if it were not so momentous in its practical consequences. Certainly it isn't a quick course in "social science" or the humanities that will bring our leading scientists up to date in their thoughts about the world, nor furnish them with a perspective on their own trade.

In considering science as an object of intellectual contemplation

we may distinguish four aspects:

1) science as an operation of the human mind, a form of invention and creation, a function of man's imaginative faculties;

2) a human enterprise, socially and psychologically conditioned. Nothing is more harmful than the old platitudes about science proceeding majestically without friction, prejudice, dogma, or evil passions;

3) a source of vast changes in our bodily and mental life; here the familiar remark about the effect of technology is in order, but must be vividly realized, not merely parroted;

4) a discipline, i.e. a possibly transferable mode of thought. This is an important field of speculation and practical concern, for the idea that scientific methods may be applied to any realm of human affairs is one that costs a great deal of energy and money. In any particular case these may be wasted as a result of a false analogy and an imperfect understanding of the discipline of science itself.

The present state of affairs on the American campus reflects a large measure of ignorance of these few obvious and useful notions. In the first place, the faculty is split into men of science and men of every other competence, and a mixture of envy and contempt characterizes the feeling of each for each. One of the greatest advantages of preparing a science course for Liberal Arts students by committee deliberations is that some few representatives of each group come together and educate one another. Until the gap is bridged, the students follow the teachers in espousing the antagonism. Liberal Arts students endure the science requirement; science students hasten through the compulsion to take work outside their own field. Meanwhile the man in the street respects scientists as demigods, trusts their remarks upon any subject, and seems completely unaware of what might

be meant by an age of science. His mental processes remain primitive and totemistic, even as he employs scientific gadgets or mouths scientific jargon. The danger of all these attitudes to science is unmistakable. It is nothing more nor less than the increasing possibility of a new iconoclastic movement, which would pounce upon science and scientists as the cause of all our sufferings. Unless science can meet the threat by showing its relation to all other things in our life, it may suffer the fate of earlier enterprises equally worthy but equally insulated and sacerdotal.

In conclusion, it can confidently be said that the remedies lie easily to our hand. After we have enumerated our new intellectual and emotional goals, by means of the usual academic committee, we can take a variety of steps for presenting to the younger generation a desirable view of the scientific enterprise. No one system or syllabus seems absolutely superior to the rest. We can use the history of science; we can study principles and philosophic assumptions; we can have discussion groups working upon an integrated series of problems; we can do and we ought to do whatever our local resources seem to offer as soundest and least disturbing to our previous habits.

But that we must do something and do it fast seems at this point beyond argument. The demand has arisen in many places simultaneously, and among the younger men who destine themselves to scientific careers, the eager will to treat science as an object of intellectual contemplation is impressive: it constitutes a warning and a hope.

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THE LIBERAL ARTS AND SCIENCE: 1949 -

Alfred B. Garrett

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This new body of knowledge called science has made a profound impression upon the minds and lives of laymen and scholars alike in recent years. But through these years, in spite of the recognized importance of science in life and literature, it has scarcely enjoyed more than a second-place position among the more classical and supposedly more cultural academic areas of the arts and the humanities. All too often the man of letters has been content to leave the subject matter of science to that peculiar individual, the scientist, to teach, to practice and to enjoy.

Now, in 1949, a new day has dawned on a new generation of scholars and with that dawn have come new horizons to scan and new frontiers to explore. These horizons are created by the tools, the theories and the applications of science -- the cyclotron, the atomic pile, the electron microscope; the fission of atoms, the mutations of cells, the isolation of viruses; the theories of relativity, quantum and wave mechanics, the expanding universe, the formation of the elements, and the evolution of the species; the synthesis of gasoline, fuel oil, fibers, plastics, antiseptics, anesthetics, vitamins and hormones. On these new frontiers are to be found many new problems and possibilities of learning and of life -- problems intensified by the impact of the theories and practices of modern science and technology. In many respects these are some of the most challenging, perplexing and thrilling frontiers which man has ever pioneered.

Impressive as most of these discoveries of science have been in the past it apparently required the dramatic release of atomic energy to bring the importance of the great literature and activity of science into

sharp focus and to call for the consideration of a required course in science in the liberal arts college curriculum. And now - in 1949 - many of this new generation of scholars wish to consider science as a necessity in the academic training of the man of letters of tomorrow. This brings us to our main issue, "What shall be the nature of such a course?" Let us here discuss that topic in terms of (A) the course objectives, (B) the course content, (C) the course instruction and (D) the problems that the introduction of such a course will raise.

A. Objectives

A list of objectives may be formulated in answer to the question, "What should the student gain from science that will make him a happier, better-informed citizen of his community?" The answer is found in the following:

1. A student should have a knowledge of the evolutionary processes that have altered the organic and inorganic world over the eras of time. This gives him a valuable back-drop of history as well as an era-time concept in which to frame his knowledge of present-day science.

2. A student should have a knowledge of the organic and physical world around him. This is almost mandatory for its basic value as well as for its philosophical import. He should be able to see from his science that he lives in a world which is ruled by natural law and order -

"To search through all and find
the law within the law";

(Tennyson)

and he should also be able to experience the pleasure and joy of being an educated man. The intimate knowledge of the natural world can release him from primitive taboos and superstitions and help to set him free, an

enlightened and confident soul; or, as expressed in the words of Emerson

> "He who knows what sweets and
> virtues are in the ground, the
> water, the plants and the leaves,
> and how to come at these enchant-
> ments is the rich and royal man."

3. A student should have an awareness of the impact of the new scientific developments upon social, economic, political, and religious problems. This is an all essential item for the non-science major because it leads him to an awareness of the necessity of solving the many new problems that science has intensified in the non-science areas. For example, let him consider the social significance of such facts as these: Before the steel plough was invented, it took 8 or 9 men to raise enough food for 10 whereas now 2 can do it; the life-expectancy period has been almost doubled in the last 80 years; the natural resources and the new synthetics make a nation such as the United States practically independent of major imports from the rest of the world; the airplane has brought the Hindu and the Christian within a weekend trip of each other; and the atomic bomb has made it possible for a second-rate nation to wipe out the rest of the nations of the world.

4. The student should have an experience in the way science solves problems. By this, we mean a laboratory experience which gives him an insight into and a confidence in working with, particles of matter which he cannot see and yet which, by their reactions and interactions, prove themselves to be the basic units upon which the theories of modern science are built.

5. A student should have training in the use of the scientific method; and, essentially, this is training to think. This training must be assumed to be present in any acceptable science course.

6. A student should have a perspective of what can be expected of science in the future. This is a part of being a better-informed citizen but it is also a part of giving a student a vision of the potentialities of the future. This is essential in a wholesome educational philosophy and is a part of the answer to the question the little boy is supposed to have asked -- "Daddy, how soon will I know as much as I don't know?" A perspective is all that can be expected of a beginner but it gives him an idea of what to expect beyond the limits of his experience and a vocabulary to assist him to push back those horizons.

7. The student should be acquainted with some of the world's great scientific ideas. If paramount in great literature are great ideas, then it follows that there can be found in the field of science some of the world's great masterpieces of literature with which a student should be acquainted.

8. The student should have a conviction that science is power. Science has harnessed the waterfalls for power generators and electric lights; it has converted the mountains of iron ore into factories, ships and machines; it has improved on nature's materials and has made many new products such as synthetic rubber, plastics, medicines and alloys; it has given us specifics for dreaded infections like gas gangrene, osteomylitis, peritonitis, pneumonia and blood poisoning; it is now at work on the manner and methods of fissioning of cells and of atoms to look for new possibilities of life and of energy. Such information should lead to a conviction of the power of this entity called science and how steps must be taken in an intelligent, informed manner to control properly the problems that arise as a result of this new power which man has. In this atomic era that is mandatory. Such a conviction is more nearly assured by an experience in

the scientific field.

The first two of these objectives are basic and relate directly to subject matter but the last six objectives relate to integration and give the "plus" to the acquisition of this body of knowledge. Paramount in all of these objectives is the hope that the student (1) will begin to see man's place in this cosmic order, (2) will recognize both the possibilities and the limitations of science, and (3) will realize that the mind that finds these facts and conceives theories and laws of science is still greater than the sciences themselves -

> "That man is always greater than his deed; that the best work of man, his noblest temple, is but a suggestion of his undeveloped possibilities. More graceful than bended arch, more beautiful than glowing frescoes, more aspiring than dome or pinnacle, is the inward temple of which the outward is only a feeble and fragmentary expression."

The Physical Requirements of the Course

In order to realize these objectives I propose that the ideal course should

1. be taught by the best teachers available and by those who have a deep interest in this course;
2. be housed in attractive surroundings with especially designed laboratory and class room facilities;
3. be implemented with adequate library facilities, visual aids and demonstration equipment;
4. be integrated with the core program in the social studies;
5. if possible, be a core course in which departmental lines are obliterated.

The lack of any one of the above requirements may prevent the

attainment of the objectives of the course. It must be noted here that the first three of these requirements are ones that any university course deserves.

B. The Course Content

The choice of subject matter of the course is directed by the course objectives. I speak here for the physical science area of the natural sciences. In this area there is now a wealth of well-related subject matter in Historical and Physical Geology, Astronomy, Physics and Chemistry. That subject matter must be well chosen and refined, then woven into a firm fabric of a simple, understandable, continually repeating pattern of fact, hypothesis, experiment and theory.

In general, the first two objectives suggest the main framework of the course content; they are

1. a knowledge of the evolutionary processes that have altered the organic and inorganic world over the eras of time, and
2. a knowledge of the nature of the organic and physical world.

The other objectives become the essential elements that direct the choice of the content material to be taught and the integration to be hoped for; they are

3. an awareness of the impact of the new scientific developments upon social, economic, political and religious problems,
4. an experience in the way science solves problems,
5. a training in the use of the scientific method,
7. a perspective of what can be expected of science
8. a conviction that science is power.

The length of such a course will somewhat depend upon the amount

of time that can be made available in a curriculum and still keep a balanced curriculum. On the basis of the wealth of subject matter in the sciences and the importance of the objectives described above it seems desirable to devote a two-year study of four to five hours a week to this program. The first year should be devoted to the physical sciences since many of the fundamentals in this field are necessary in the study of the biological sciences. The second year's program can lead off easily from organic chemistry into the wealth of material in bio-chemistry, biology, physiology, bacteriology, genetics and possibly psychology. Much of this same idea is expressed by the description of the Stephens College program as presented by Professor Van Deventer[1] except that he seems to prefer to present the biological sciences first -- that point is debatable.

A discussion of the specific subject matter for this course should be the topic of another symposium.

C. The Method of Course Instruction

There is as yet no one established method of instruction in such a course. There are some strong proponents of the historical approach; others urge the case-method approach; and still others the more classical lecture-laboratory or the lecture-demonstration system. All of them have certain merits. A discussion of the methods of the course instruction might also be the topic of another symposium; we might simply state here the criterion for the choice of the method, namely, that method of teaching is good which makes it possible to realize these objectives in a thrilling and inspiring manner. Actually the choice of method will depend to a great

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[1] Van Deventer, See "Science in General Education" by McGrath, page 112.

extent upon the interests of the teacher and the facilities he has available. In fact, the success of this course probably depends as much upon the quality of instruction as upon all other factors combined.

D. Problems

There are a number of problems that must be considered in the development of a required course in science, namely, (1) administrative, (2) instructional, (3) financial, and (4) educational.

Administrative. The present administrative organization of colleges seems to be a formidable obstruction in the way of developing core courses. The present departmentalized procedure was originally devised for ease of administration of university areas; however, core courses cut across departmental lines and frequently across college lines in universities. That makes the problems all the more complicated. There was a time when there seemed to be a fairly clean-cut boundary between the sciences. Now this is no longer true. It may be high time to reorganize college areas in terms of science areas, social studies areas, humanities areas, etc., in order to (1) make possible more coordination, (2) eliminate artificial barriers, and (3) greatly facilitate the organization of core programs.

Instructional. There are at least three instructional problems that can be predicted. In the first place, it is difficult to find an instructor properly prepared by way of academic training or interest to teach such a course. This is largely due to the fact that the present academic procedure is to departmentalize and, therefore, compartmentalize educational areas in the undergraduate work and continue such a procedure in the graduate work. There are men who can and will do this type of teaching but they are difficult to find. The instructor of this course must not be one of the second-rate men of the science departments - there is frequently the temptation to

assign to such a course the fellow who cannot be depended upon to do a good job in the standard courses. Often the man who is best fitted in breadth of training and interest to teach a core course is also the best teacher of the other areas for much the same reason.

Furthermore, for many schools, teachers must be found who can work with large classes successfully, particularly in lecture-demonstration. This takes a unique kind of individual, much different from that type which can teach the ordinary class of twenty to thirty students.

In the second place, a young instructor may very frequently be lost in the shuffle if he devotes his time to teaching such a course under the present departmentalized procedure and be lost sight of insofar as promotion in rank and salary are concerned. In some groups he may even "lose face" if he falls from grace to teach a core science course! In many, many academic areas where competition is keen for advancement, the man that gets the nod is the one who has become a scholar by concentration in his field.

In the third place, it is difficult to obtain enthusiastic faculty support for such core programs since most of the faculty have been schooled in the departmental-compartmental type of education. Furthermore, there is usually more interest on the part of many faculty members or a department chairman in his subject-major student than in the casual student. It seems to be a very difficult and nearly useless venture for an administration to insist on a general science course unless the science departments are enthusiastic about it. Interest in core courses can usually be aroused only after careful analysis of the objectives to be attained.

Financial difficulties. Core courses merit an expenditure of sufficient funds to insure their success. In the sciences, this requires construction

of a new type of laboratory facility (which is not now available in most chemistry, biology or physics laboratories), the purchase or construction of proper demonstration apparatus and the availability of all the modern visual methods of education. Use of sound movies, such as those available through the Encyclopedia Britannica, should be encouraged. The instructors should be encouraged to develop sound movies of their own, obtain new slides and take numerous field trips. Library facilities may also have to be expanded.

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Educational problems. There are three educational problems that can be predicted.

In the first place, a teacher must be able to decide between selecting a minimum amount of material and teaching it well or covering a large area of work in a superficial manner -- the former is to be recommended, but the student should be given at least a perspective of the pattern of the whole subject matter area. Furthermore, the teacher must choose carefully in budgeting his time between teaching fundamentals and applications.

In the second place, there will be some students who will become interested in science as a result of such a course and wish to transfer into the regular science program. It should be possible for such a transfer to be made with the minimum loss of time -- preferably, by the medium of proficiency examinations.

Finally, there is the very real issue of attempting to interest the non-science major in science; he may very likely be that student who has never been interested or "inclined" to science. An administrator must ask himself whether it is possible to teach successfully a course in science to such students and whether it is worth the time and energy required

to solve the above problems in order to do so. At this point, he should turn to the objectives outlined above to reassure himself of the merit of such work.

It should be noted that this problem of interesting students is not limited alone to the student who is not "inclined" to science but represents a general problem in education today in all areas. This problem in the science area serves to point up the need of an approach to education in order to stimulate interest on the part of any student in any area; it must somehow teach a student to make a game out of the things which seem difficult and dull and uninteresting in order that he may more effectively use his time and energy in any academic experience.

This is a major problem on almost every college campus in all areas. It is one which must be faced fairly by every instructor and every administrator who has anything to do with a course that is "required." Most college professors are probably guilty of a take-it-or-leave-it philosophy in their teaching. This problem should be given much more attention by college programs even if no core courses are developed.

Summary

The requirement for the acquisition of basic, well-integrated scientific knowledge is such in this era that a liberal arts program must include a suitable background in both the physical and biological sciences. The objectives of this science program are such that no longer are the few, separate, specialized courses in each departmental area of the present college or university organization entirely adequate. The means now recommended to meet such objectives is by core courses in the physical sciences and the biological sciences or a combined general science course. Such core courses do not seem to fit the present departmentalized college or

university organization and may require that administrators consider reorganization of their colleges to give better integration not only with the core course in science but with core courses that are being developed in other areas.

The instruction problem is the most difficult one at the present time and will probably not be solved satisfactorily as long as liberal education is rigidly compartmentalized. The quality of instruction in this area and in all areas must be given serious consideration. The problem of expense is one which must be met for all areas to assure success. This brings us to the rather interesting and perhaps startling conclusion that a satisfactory solution of the problem involved in teaching a required course in science may also improve the teaching in the other courses in science and it may stimulate the professors in other areas to "pluck the beams out of their own eyes"!

The science teaching problem is not a unique one--the same case can be developed for courses in the social studies and the humanities as for the sciences.

Plans for the integration of learning areas are some of the very interesting and challenging developments of the present era of education. I believe the attending problems can be solved satisfactorily. In the solution, I believe, may be found also a better type of organization of a college administrative program and better methods and facilities of teaching all courses. It certainly points to a more comprehensive approach to the interpretation of the universe around us.

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THE UNESCO CONFERENCE OF REPRESENTATIVES OF UNIVERSITIES: GENERAL SETTING, ORGANIZATION, AND PURPOSE[1]

Marten ten Hoor

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The Unesco preparatory conference of representatives of universities was held in Utrecht, Holland, in the summer 1948, August 2-13. Utrecht is an old and famous university city, having a short time ago celebrated its 1900th birthday. It was a splendid setting for the conference as far as physical environment was concerned. But the contribution of this setting was of minor importance compared with the hospitality of the officials of the city and the University of Utrecht. Not only the concrete activities of the local committee but also the spirit of that committee, and for that matter of the University and of the whole community, created an extremely pleasant and friendly atmosphere for the deliberations of the delegates.

There were present 113 delegates and observers from 32 countries, including such comparatively new countries as the Indian Union. From behind the Iron Curtain there were two participants from Czechoslovakia and four from Hungary. There were no official German delegates. Neither Russia nor Poland sent representatives. Since they do not participate in Unesco, they could hardly be expected to participate in this conference.

There were special representatives of a great many international organizations such as the International Association of University Professors, the International Student Service, the International Union of Students, the World Federation of United Nations Associations, the World Union of Jewish Students, etc.

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[1]For a complete and excellent report of the Conference, readers are referred to the official report published by UNESCO.

The American delegation consisted of President Jamie Benitez of the University of Puerto Rico, President Martha B. Lucas of Sweet Briar College, Dean Thomas R. McConnell of the University of Minnesota, Dean William F. Russell of Teacher's College, Columbia University, and Dr. George F. Zook, President of the American Council on Education, Chairman. The following were observers representing the Department of State and in some cases also their own organizations: Lawrence Duggan, late director of the Institute of International Education; K. Holland, permanent United States delegate to Unesco; Dr. M. Fritz Karsen, Chief, Higher Education Division, United States Army in Germany; Father Edward B. Rooney, S. J., Executive Director of the Jesuit Educational Association; Dr. Howard Wilson, Carnegie Endowment for International Peace; Dean Marten ten Hoor, University of Alabama.

Professor Doctor H. R. Kruyt, President of the Unesco National Commission in Holland and Professor of Chemistry in the University of Utrecht, was elected President of the conference. Dr. Francis R. Brown, of the American Council of Education, served as Secretary-General of the conference. Other Unesco officials present at the conference were Dr. Julian Huxley, Director General, Dr. Walter H. C. Laves, Deputy Director General, and Dr. E. C. Beeby, Assistant Director General in Charge of Education.

Special mention should be made of the student representatives. There was a representative of the International Union of Students, Mr. M. R. Audeoud, who already at the first meeting vigorously urged the delegates to keep continually in mind the point of view and the interests of the students. He frequently took part in the discussions. There was also M. Jean Pierre Martin, a representative of the World Federation of Student

United Nations Associations. Although a young man compared with most of the delegates, M. Martin was a very valuable contributor to the discussions. I had the good fortune to be in the same section with him and to sit next to him, and I was impressed with the thorough and mature understanding of student problems and his judgment and tolerance in commenting upon the various proposals and comments made by the delegates.

Almost from the beginning of the first session two climates of opinions seemed to develop. The difference of opinion was over the general function of the university. One point of view was that it was the function of the university to educate as many as possible, with due regard, of course, for the abilities of the students to profit by higher education. This might be roughly designated as the democratic view of higher education. The other point of view was committed to the idea that only those who can survive in a highly competitive process should be permitted to attend a university. This might be designated as the traditional European aristocratic point of view of higher education. The United States delegates were representatives of the first point of view. Most of the English delegates favored the second. Some of the newer countries, such as the Indian Union and Pakistan, seemed to favor the point of view represented by the United States. The British Dominions, especially Australia, appeared also to favor it. It seemed that in the newer countries there was a stronger feeling of the need of universal education, including higher education. There was not a very sharp alignment on these issues, nor did voting on proposals proceed in accordance with this alignment. It was rather that in the discussions these two educational philosophies were consistently revealed.

English and French were the two official languages of the conference. Language difficulties were almost completely overcome by the fact

that a system of instantaneous translation with earphones was in operation, with skillful translators provided by Unesco. Even in the sectional meetings provision was made for translation, though there the translations were made after the speeches.

Early in the conference there was a series of reports by representatives on the status of higher education in their respective countries. This proved to be an extremely valuable contribution to "international understanding" and was a good basis for later deliberation. Many interesting facts and opinions were revealed in the course of these reports. The Czechoslovakian and Hungarian delegates explained some of the educational developments in their countries since the establishment of the communist regimes. Of particular interest were the descriptions of the Workers' Universities, the Workers' Committees, the participation of students on examination committees, etc. The Hungarian delegate, among other things, presented a specific bill of complaints against the Nazis and described what happened in the realm of higher education during the war. He compared the new regime with the era of the Nazi oppression rather than with the state of education in the pre-Nazi era in Hungary. It was interesting to note that this speaker was the first of many speakers to make the point that one of the most serious educational problems of the day was the oversupply of pre-medical students.

The Netherlands delegate emphasized the fact that universities were struggling for more autonomy. Although there is no positive opposition to the system whereby final appointing authority of professors rests with the government, the feeling was expressed that some improvement for the good of the cause of higher education could be made. It was pointed out that there was very little inter-university relationship, but that currently

there was a committee of ten busy with considerations of plans for improving this situation. The delegate expressed the opinion that the Netherlands universities paid too little attention to the problem of the education of the student for citizenship and for general social usefulness. It was also stated that the Dutch universities pay too little attention to the physical welfare of the students.

The delegate from the British Isles reported a 50 per cent increase in students since before the war. He stated that in Scotland the ratio of students to the population was twice that in England. The speaker stated that there had been a 400 per cent increase in government grants to British universities since the war. He also made reference to the rapid contemporary development of colonial universities in Malta, Hong Kong, etc. An allotment of 6,000,000 pounds has been made for this development from the colonial development fund.

The New Zealand delegate stated that in his country students were vigorously seeking participation in administration. He estimated that from 40 to 50 per cent of the students fail at the end of the first year. The student ratio is one to 160, which represents a 100 per cent increase since 1939.

Several of the delegates discussed the question of the responsibility of the professors to the government in countries in which the universities were entirely supported by public funds. There were frequent references to the problem of academic freedom. One of the speakers took the position that if the universities are entirely government supported, the professor is in the last analysis a magistrate and that there must therefore be some limitation on his freedom, though this should be conceived rather as a matter of his responsibility as a citizen than negatively in

the sense of limitation of his freedom. Although this was a qualification of the concept of academic freedom, there was not the slightest tendency on the part of delegates to interpret this qualification as tending in the direction of governmental limitation of freedom of teaching. On the contrary, there were many strong statements condemning current tendencies to control education, scientific development, art, etc.

After the presentation of these reports and general discussions of them, as well as of other important problems, the conference divided into five sections. These sections met for five days. Division of members was made largely on the basis of previously expressed preference. The subjects considered by the sections were, respectively (1) "The Changing World of the University," (2) "Academic Standards," (3) "Financing and Providing Basic Services," (4) "University Education and International Understanding," (5) "Means of Continuing International Cooperation Among Universities." It was at these sectional meetings that proposals and recommendations were adopted for transmission to the conference as a whole. These matters will be discussed by Dean McConnell.

Let me say in conclusion that I consider my experience at Unesco Conference one of the finest and richest of my life. There was an impressive, almost a moving spirit, of willingness to cooperate and determination to understand. I was greatly impressed by some of the educational leaders from the countries represented, not only because they were impressive educational figures, but because they were skilled in international deliberations. Here were men who had no political commitments and whose thinking and speaking could therefore, for the time being at least, be free from the inevitable restraints of political and diplomatic communication. I was also impressed by the fact that the delegates were determined that something concrete

needed to be accomplished. Their determination to do something and not merely to talk about it was a most encouraging feature. The general feeling was well-expressed by President George D. Stoddard, of the University of Illinois, in one of the public addresses. He referred to Unesco as "a bridge between the academic and the political" and stated that "the long-term plans of Unesco are indeed marvelous, provided that they do not form a steadily receding horizon. Unesco can be effective only as it applies the unique force of ideas hammered out by men who have already gone far in their own fields."

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SECTIONAL REPORTS AND RECOMMENDATIONS OF THE UNESCO PREPARATORY CONFERENCE OF REPRESENTATIVES OF UNIVERSITIES

(A Resumé)

T. R. McConnell

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During the Conference, fundamental differences in point of view among the countries represented were clearly revealed. Some of the more important differences may be summarized as follows:

Certain countries, France and England, for example, take the position that the function of a university is the training of an élite by an élite. An Oxford debating team, after visiting sixty colleges and universities in the United States, summarized the basic difference in attitude toward higher education in this country and England when it said: "America seems to have decided that educational facilities shall be shared among as many people as possible; the British, that there shall be open competition for a limited number of top-level opportunities."

The other point of view, most clearly represented by the United States, but shared to some degree by the British dominions, is that different kinds of higher education extending over varying periods of time and given, perhaps, in institutions of different character should be made available to a large number of young people beyond high school age.

Reports at the Conference revealed that the universities in certain countries are determined to control the number of entrants according to their own conceptions of their role; universities in other countries recognize that social forces should, and inevitably will, determine to a large extent the scope and functions of university education. During the discussion, however, the university representatives moved somewhat more closely together, since the Conference finally adopted a statement to the

effect that "It is the responsibility of society to provide a wider variety of higher education than has been available in the past."

There is also a fundamental difference in point of view concerning what a university should embrace. Certain countries are insistent on limiting the university to the old faculties, thus excluding such fields as applied science and technology. Again, the United States is moving in the opposite direction, and in recent years England has been making many concessions to new fields of study and to new professions.

The Conference made apparent the basic divergence in the degree of specialization which characterizes the universities and colleges of the countries which were represented. In England and on the continent, the universities expect students to have completed their general education, so far as formal instruction is concerned, by the end of the secondary school period. One gets the impression that, with respect to the university, the old conception of a liberal education has almost been lost. In the United States, on the other hand, it is customary for students to continue their general or liberal education at the college and university level, and, therefore, to postpone specialization longer than students ordinarily do in English and continental universities. It is interesting to note that the University of Paris has taken a step toward the practice in the United States by establishing in the Faculty of Arts a common year, which will be devoted to a study of the development of modern civilization and to an analysis of the social, political, economic, cultural, and scientific problems that characterize contemporary society.

The Conference adopted a statement emphasizing the importance of general education, and emphasized that not only intellectual training, but also moral, aesthetic, and social development should be the university's

concern.

The Conference took the position that teaching can best be done in an atmosphere of research and creative endeavor. It pointed out, too, that the university is the natural center for fundamental research and for the training of research workers. Considerable concern was expressed over the tendency in some countries to establish research institutes outside the universities that may compete for research funds and for staff. The Conference also called for expenditure of great energy and more money on research in the humanities and the social sciences.

The Conference evaded a forthright pronouncement on the responsibility of the university for adult education, but recommended that "the whole problem of the duty of the university to its regents and the related problem of adult education be referred to an appropriate body for further study."

The group studying the problem of academic standards declined to treat the concept of standards in any arbitrary, absolute, or inflexible form, in spite of the fact that proposals were made that the universities should take a rather rigid position on the matter. Rather, the Conference took a stand for approaching standards, not from the attitude of a particular institution, but from the educational needs of an entire community expressed in a comprehensive program of higher education. This would mean, I take it, that educational opportunities and requirements should be adapted to a wide range of ability and special aptitude among students, to diverse demands of different courses of study, and to a variety of social needs.

The Conference recognized that governments will have to pay an increasing proportion of the cost of higher education (for example, Oxford and Cambridge now secure between 50 per cent and 66 per cent of their support

from the State Treasury). The principal question involved in this inevitable development, said the Conference, is how to keep institutions free from undesirable political intervention and control. It was pointed out in this connection, however, that political pressure is not the only force playing upon universities; there is also the influence exerted by donors, by special clientele, and by the particular composition of the student body.

The Conference adopted a report recommending (1) systematic university training for positions in international agencies such as the Secretariat of the United Nations; (2) the creation of university departments staffed by scholars from foreign countries--international departments, so to speak; (3) systematic education for international understanding; and (4) more widespread interchange of students and staff with other countries.

The final action of the Conference was to appoint an interim committee charged with these two responsibilities: (1) to establish an International Universities Bureau to serve as a clearing house for information about the universities of the world, and (2) to prepare plans for an international association of universities to be submitted for consideration to a second universities conference.

The purposes of the proposed international association of universities were conceived to be the following: (1) to take over and operate the International Universities Bureau; (2) to promote international understanding through universities; (3) to convene international and regional conferences on problems of higher education; and (4) to stimulate investigation of problems of international importance in university education.

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MINUTES OF BUSINESS MEETING

AMERICAN CONFERENCE OF ACADEMIC DEANS

Hotel Commodore

New York

January 10, 1949

The Chairman first called for the minutes of the meeting of the Executive Committee. These were briefed for the business meeting but are given in detail in the attached report of the Committee.

The Secretary reported the following registration figures:

Atlantic City	43
Cleveland	140
Boston	179
Cincinnati	309
New York	328

The report of the Secretary was accepted by unanimous vote.

The Chairman then called for the Treasurer's Report. This was also briefed at the business meeting but details appear in the attached Report. It was accepted by unanimous vote.

The report of the Nominating Committee was presented by the Chairman, C. Clement French. The nominations were as follows:

Chairman:	Dean Henning Larsen University of Illinois Chicago, Illinois
Vice-Chairman:	Dean Samuel T. Arnold Brown University Providence, Rhode Island
Secretary:	Dean Mary P. Smith Hollins College Hollins College, Virginia
Treasurer:	Dean W. E. O'Donnell College of St. Thomas St. Paul, Minnesota

Executive Committee:

Dean Logan Wilson (1950)
Newcomb College, Tulane University
New Orleans, Louisiana

Dean O. Meredith Wilson (1953)
University of Utah
Salt Lake City, Utah

Dean S. J. Wright (1951)
Hampton Institute
Hampton, Virginia

Dean Marten ten Hoor (1950)
Ex-officio as immediate past chairman
University of Alabama
Tuscaloosa, Alabama

Dean Frank Kille (1952)
Carleton College
Northfield, Minnesota

Nominating Committee:

C.S. Porter, Amherst College
W.L. Ayres, Purdue University
C.C. French, Chr., Randolph-Macon
Meredith Wilson, University of Utah

In presenting the report the Chairman explained the reason for the unusual number of changes.

Dean Harlan Hatcher, Vice-Chairman, who would logically be nominated as Chairman of the conference is no longer eligible since he has been elected Vice-President of Ohio State University.

Mrs. May completed her two-year term as Secretary-Treasurer this year. Since the conference has grown, it seemed advisable to select both a secretary and a treasurer in the future.

The term of office for both Dean Mulcahy and Dean French expired in 1949. Dean Meredith Wilson was elected to take the place of Dean Mulcahy. Dean ten Hoor, as immediate past Chairman, will take the place of Dean French.

Dean Wright was elected to take the place of Dean Morris, whose resignation as Dean of Pembroke will become effective at the end of this year.

The Chairman called for additional nominations from the floor. Since none were given, a motion was made to accept the report of the nominating committee by unanimous consent.

With the approval of the Executive Committee, the Chairman brought up for discussion by the group a serious problem confronting many colleges, namely, the inability of a large percentage of pre-medical students to secure admission to medical schools. At the request of the Committee, Dean Harlan Hatcher made an introductory statement to the Conference. After extended and serious discussion it was moved that the Chair appoint a committee of five to draw up a suitable resolution to be submitted to the Conference for their consideration and approval. As a substitute motion coming out of the discussion, it was moved that the Chair appoint a committee of three and invite the Association of Deans of Medical Colleges to appoint a similar committee to confer on this problem. A number of members spoke to this substitute motion. One member who supported the motion said that he was not hopeful of the success of such a measure, but believed that it would strengthen the position of the arts colleges if "they offered an olive branch and it was refused." Others seemed so sure of refusal that they saw no point in doing this. The substitute motion was lost and on subsequent voting on the original motion it was carried.

Discussion about future programs eventuated in the adoption of a resolution that a committee be appointed by the new Chairman to consider changes in the program and to solicit expressions of opinions from the membership by mail on various plans.

Respectfully submitted,

Elizabeth Eckhardt May
Secretary-Treasurer

MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE

AMERICAN CONFERENCE OF ACADEMIC DEANS

Hotel Commodore

New York

January 9, 1949

I. Concerning Proceedings

Dean Logan Wilson of Sophie Newcomb College was elected Editor of the Proceedings for the New York meeting. It was agreed that the following should be included:

1. Papers presented
2. Program
3. Reports of the Executive Committee
4. Business meeting of the general session
5. Treasurer's Report
6. List of those registered

The desirability of employing a stenotypist for the meeting was discussed in some detail. Dr. ten Hoor reported that the speakers had agreed to submit papers for the Proceedings. The committee did not think it worthwhile to employ a stenotypist merely to record the discussion.

In the past, reports have been sent rather generally to colleges all over the country. The committee decided to send the 1949 report only to those who had paid their registration fee.

The new Editor was instructed to mimeograph 50 extra copies of the Proceedings in order that they may be available to those who wish to send for them in the course of the year. Billing is to be done by the Editor.

The Editor was instructed to send a report of the meeting as promptly as possible to Dr. Guy Snavely at the Washington office of the Association

of American Colleges. Brief reports should also be sent to School and Society and to the Bulletin on Higher Education published by the National Education Association. It was suggested that the publications listed above be informed well in advance of the 1950 meeting in order that announcements of the program might be published.

II. Concerning Officers

Because of the rapid increase in the size of the organization, it was decided to elect both a Secretary and a Treasurer, the Secretary to have charge of registration for the annual meeting and to serve as Editor of the Proceedings. The past Secretary-Treasurer reported on the duties involved in this office and recommended that the Secretary have specific assistance from the Executive Committee in handling registration. She suggested also that another member of the committee take the responsibility for contact with the press.

III. Program for National Meeting

After considerable discussion of the type of program and procedure for national meetings, it was decided to recommend to the incoming Executive Committee that the membership be canvassed on this subject. The motion made by Dr. Kille of Carleton College read as follows:

> "As a result of the great growth of the Conference in recent years, it has been increasingly difficult to secure discussion. Some members have suggested that our program be changed in order to favor 'a. sharing of experiences and an exchange of views.' One suggestion has been that we give a part of our day to the presentation of papers in general assembly and part to discussion in small groups, formed by some method of division or organized around a number of current topics which would attract different members.
>
> The Officers and Executive Committee of 1949 recommend to the incoming officers and new Executive Committee that this problem be considered in their first meeting and that they take steps to discover the interests of the members of the Conference in order that if any changes are desired, they may be made in 1950."

The Committee agreed to recommend also to the new Executive Committee that they consider the desirability of extending the time of the Conference and also devise ways for helping members to become better acquainted.

The Secretary reported that 221 individuals had registered in advance. Name cards had been lettered for this group and arrangements made for distribution before the time of the opening session at a table quite separate from the registration table.

Respectfully submitted,

Elizabeth Eckhardt May
Secretary-Treasurer

TREASURER'S REPORT

January 4, 1949

BALANCE, January 10, 1949		$166.27
Receipts		
Registration Fees, Cincinnati Meeting	$309.00	
Membership Dues for 1948-49	5.00	
Registration Fees for New York Meeting (1949-50)	194.00	
	$508.00	508.00
		$674.27
Disbursements for Cincinnati Meeting		
C. Clement French		
4 complimentary lunch tickets @ $2.75	$ 11.00	
Error in Secretary's cash at end of luncheon sales (short)	5.00	
Long distance calls to prospective speakers	8.75	
Dean Ruth L. Higgins		
For mimeographing and mailing Proceedings	123.20	
Bank charge	.50	
Dean Elizabeth E. May		
Feb. 10 telephone, Dean Higgins	1.74	
Stenographic services, Cincinnati meeting	4.25	
Luncheon ticket for Press, Cincinnati	2.75	
Tips, Cincinnati in setting up registration	1.00	
	$158.19	158.19
BALANCE, January 4, 1949		$516.08

Respectfully submitted,

(Mrs.) Elizabeth Eckhardt May
Secretary-Treasurer

REGISTRATION - NEW YORK MEETING

AMERICAN CONFERENCE OF ACADEMIC DEANS

Alderman, Wm. E., Dean	Miami University	Oxford, Ohio
Allen, Edward J., Dean	University of Denver	Denver, Colo.
Alvey, Edward Jr., Dean	Mary Washington Col.	Fredericksburg, Va.
Anastasia, Sister M., Dean	St. Mary's Col.	Holy Cross, Ind.
Anderson, Peter, Dean	Concordia Col.	Moorhead, Minn.
Anderson, Stewart W., Academic Exec.	Va. Military Inst.	Lexington, Va.
Angelo, Rev. Albert A., O.F.M., Dean	St. Bernadine of Siena Col.	Loundonville, N. Y.
Antonius, Sister, President	The Col. of St. Catherine	St. Paul, Minn.
Aquinas, Mother Thomas, O.S.U., Dean	Col. of New Rochelle	New Rochelle, N. Y.
Armbrister, Victor R., Dean	Emory & Henry Col.	Emory, Va.
Arnold, Samuel T., Dean	Brown Univ.	Providence, R. I.
Aurelia, Sister M., Dean	Rosary College	River Forest, Ill.
Ayres, W. L., Dean	Purdue Univ.	Lafayette, Ind.
Bacher, John R., Dean	Wagner College	Staten Is., N. Y.
Bailey, E. A., Dean	LaGrange College	LaGrange, Ga.
Bailey, Frank E., Dean	Kenyon College	Gambier, Ohio
Barrett, Rev. Norbert C., Dean	Loras College	Dubuque, Iowa
Bartle, Glenn G., Dean	Triple Cities College Syracuse University	Endicott, N. Y.
Bartlett, J. F., Dean	Marshall College	Huntingdon, W. Va.
Barzun, Jacques, Prof. of Hist.	Columbia University	New York, N. Y.
Beglan, Rev. Joseph F., S.J., Dean	LeMeyne College	Syracuse, N. Y.
Blake, Wm. Henry, Dean of Men	Catawba College	Salisbury, N. C.
Blewett, Edward Y., Dean	Univ. of New Hampshire	Durham, N. H.
Bolgus, Rev. Henry J., C.S.C., Ac. Dean	Univ. of Notre Dame	Notre Dame, Ind.
Borgia, Mother M., Dean	Mercyhurst College	Erie, Pa.
Botting, Roland B., Dean of Fac.	Adelphi College	Garden City, N. Y.
Bowers, E. V., Prof. of Psy.	W. Va. Wesleyan Col.	Buckhannon, W. Va.
Boyd, M. W., President	Morristown Norm. Ind. College	Morristown, Tenn.
Boyle, Sister M. Electa, Ac. Dean	Seton Hill College	Greensburg, Pa.
Bozard, J. F., Head, Eng. Dept.	M.S.C.W.	Columbus, Miss.
Bronk, Detlev W., Prof.	University of Pa.	Philadelphia, Pa.
Brown, Alan W. Pres.	Hobart & Wm. Smith Col.	Geneva, N. Y.
Brown, Kenneth I., Pres.	Denison University	Granville, Ohio
Brown, Leighton B., Dean	St. Francis College	Loretto, Pa.
Brubaker, Henry G., Dir. of Edu. Relations	Beulah College	Upland, Calif.
Burkhardt, Frederick, Pres.	Bennington, College	Bennington, Vt.
Bryan, W. B., Dean	Macalester College	St. Paul, Minn.
Caine, Helen B., Dean of Students	Western College	Oxford, Ohio
Caldwell, Wm. T., Dean	Temple University	Philadelphia, Pa.
Cameron, Meribeth E., Ac. Dean	Mt. Holyoke College	So. Hadley, Mass.
Carman, Harry, Dean	Columbia University	New York, N. Y.
Castle, Gordon B., Sr., Ac. Dean	Montana St. Univ.	Missoula, Mont.
Casper, Rev. Henry W., S.J., Dean	The Creighton Univ.	Omaha, Nebr.
Catherine, Sister Mary, Superior	Salva Regina College	R.I.
Cecelia, Sister, Dean	The Col. of St. Catherine	St. Paul, Minn.
Chapin, Lloyd W., Dean of Fac.	Ga. Inst. of Tech.	Atlanta, Ga.
Cherrington, Ernest H., Jr., Dean	The Univ. of Akron	Akron, Ohio
Chew, Cdr. John L., U.S.N., Exec.Dept.	U.S. Naval Academy	Annapolis, Md.
Clawson, John W., Dean	Ursinus College	Collegeville, Pa.
Cleland, J. S., Dean	Monmouth College	Monmouth, Ill.
Cobbs, Susan, Dean	Swarthmore College	Swarthmore, Pa.
Coleman, William H., Dean	Bucknell University	Lewisburg, Pa.
Coolahan, Charles L., S.J., Dean	Georgetown University	Washington, D. C.
Corona, Sister Maria, Dean	Col. of Mt. St. Joseph	Mt. St. Joseph, Ohio
Corwin, Margaret T., Dean	N. J. College for Women	New Brunswick, N. J.
Cox, J. Elmer, Dean	Texas Wesleyan College	Ft. Worth, Texas
Crandell, Rev. A. Wm., S.J., Dean	Loyola University	New Orleans, La.
Crawford, Stanton C., Dean	University of Pittsburg	Pittsburgh, Pa.
Crockett, Doris L., Dean	Russell Sage College	Troy, N. Y.

Crosen, Robert G., Dean of Fac.	Lafayette College	Easton, Pa.
Crudup, Josiah, President	Brenau College	Gainesville, Ga.
Cummings, Edgar C., Dean	DePauw University	Greencastle, Ind.
Cuthbert, Sister M., Dean	Marywood College	Scranton, Pa.
Davidson, Philip, Dean	Vanderbilt University	Nashville, Tenn.
Davis, H. Grady, Functional Theology	Chicago Lutheran Seminary	Maywood, Ill.
Davis, Harvey H., Dean	State Univ. of Iowa	Iowa City, Iowa
Davis, John L., Dean	Hiram College	Hiram, Ohio
Davison, Edward, Dean	Wash. & Jefferson Col.	Washington, Pa.
Dearborn, Donald C., Dean	Catawba College	Salisbury, N. C.
De La Salle, Brother Louis, Dean	St. Mary's College	Winona, Minn.
Denis, Sister Mary, S. N. D., Dean	Notre Dame College	So. Euclid, Ohio
de Sales, Sister Frances, O.P., Dean	Albertus Magnus College	New Haven, Conn.
Devine, Rev. Vincent E., O.F.M., Dean	St. Bonaventure College	St. Bonaventure, N.Y.
Disert, Margaret Criswell, Dean	Wilson College	Chambersburg, Pa.
Doering, Frederick, Dean	Mo. Valley College	Marshall, Mo.
Dolan, Eleanor F., Dean	Flora Stone Mather Col.	Cleveland, Ohio
Dollard, Rev. Stewart D., S.J., Dean	Loyola University	Chicago, Ill.
Dominic, Sister Mary, Dean	Mt. Mary College	Milwaukee, Wisc.
Dore, Rev. Vincent C., O.P., Dean	Providence College	Providence, R. I.
Dorothea, Mother, Asst. Dean	Col. of New Rochelle	New Rochelle, N. Y.
Dorothy, Sister M., O.P., Dean	Barry College	Miami, Fla.
Doyle, Henry Grattan, Dean	The Geo. Washington Univ.	Washington, D. C.
Drake, M. Ellis, Dean, Ac. Pres.	Alfred University	Alfred, N. Y.
Drennon, Herbert, Dean	Mississippi State College	State College, Miss.
Duffy, Sister Joanna Marie, Dean	The College of St. Eliz.	Convent Station, N.J.
Dupont, Rev. Gerald, Dean	St. Michael's College	Winooski Park, Vt.
Dwyer, Rev. Edward, Dean	Villanova College	Villanova, Pa.
Eileen, Sister M., Dean	Immaculate Heart College	Los Angeles, Calif.
Emilie, Sister Gertrude, Dean	Annhurst College	So. Woodstock, Conn.
Erffmeyer, C. E., Dean	N. Central College	Naperville, Ill.
Eshelman, Charles F., Ac. Dean	Messiah College	Grantham, Pa.
Euwema, Ben, Dean	Penna. State College	State College, Pa.
Everett, Monroe G., Pres.	Trinity University	San Antonio, Texas
Finnegan, Rev. Darrell F. X., S.J., Asst. Dean of Men	The Catholic Univ. of America	Washington, D. C.
Finnegan, Rev. Wm. A., S.J., Dean	Loyola University	Chicago, Ill.
Fitzgerald, Rev. J. E., S.J., Dean	Col. of the Holy Cross	Worcester, Mass.
FitzGibbon, Very Rev. Francis X., Dean	St. Joseph's Col. for Women	Brooklyn, N. Y.
Foley, Rev. Ernest B., S.J., Dean	Boston College	Newton, Mass.
Frances, Sister Catherine, Dean	Chestnut Hill College	Philadelphia, Pa.
Frances, Sister Mary, Dean	Xavier University	New Orleans, La.
French, C. Clement, Dean	Randolph-Macon Woman's College	Lynchburg, Va.
French, Sidney J., Dean of Fac.	Colgate University	Hamilton, N. Y.
Friesner, Ray C., Dean	Butler University	Indianapolis, Ind.
Gaddy, Claude F., Exec. Sec't'y	Coun. on Christian Educ.	Raleigh, N. C.
Garrett, A. B., Prof. of Chem.	Ohio State University	Columbus, Ohio
Gertrude, Sister Teresa	Seaton Hall College	Urbana, Ill.
Gibson, Daniel Z., Dean	Franklin & Marshall Col.	Lancaster, Pa.
Giovanni, Sister M., Dean	Georgian Court Col.	Lakewood, N. J.
Gladfelter, Dr. Millard E., Provost	Temple University	Philadelphia, Pa.
Glose, Rev. Joseph C., S.J., Dir.	Woodstock College	Woodstock, Md.
Grace, Sister M. Regis, Dean	Mt. Mercy College	Pittsburgh, Pa.
Graham, Edward K., Ac. Dean of Fac.	Washington University	St. Louis, Mo.
Grant, George C., Dean	Morgan State Col.	Baltimore, Md.
Gantwoort, Noble C., Dean & Reg.	Huron College	Huron, S. D.
Hamilton, Thomas H., Vice-Pres.	Penn. College for Women	Pittsburgh, Pa.
Hannah, Beatrice J., Ac. Acad. Dean	Rockford College	Rockford, Ill.
Hargrove, Margaret, Dean	Lake Erie College	Painesville, Ohio
Harper, Earl E., Dir., Sch. Fine Arts	State Univ. of Iowa	Iowa City, Iowa
Hart, Thomas A., Dean	Roosevelt College	Chicago, Ill.
Hassler, Roy D., Dean	Moravian College	Bethlehem, Pa.
Hatcher, Harlan, Vice-Pres.	Ohio State Univ.	Columbus, Ohio
Heath, Louise Robinson, Dean	Keuka College	Keuka Park, N. Y.
Heath, Helen B. (Mrs. R.D.), Dean	William Smith College	Geneva, N. Y.
Henderson, Thomas H., Dean	Virginia Union Univ.	Richmond, Va.

Hermann, Rev. Victor, Dean	Quincy College	Quincy, Ill.
Hesler, L. R., Dean	University of Tenn.	Knoxville, Tenn.
Higgins, Ruth L., Dean	Beaver College	Jenkintown, Pa.
Hilburn, Samuel M., Pres.	Dakota Wesleyan Univ.	Mitchell, S. D.
Hixson, Ivy H., Dean	Salem College	Winston-Salem, N. C.
Hoag, Gilbert T., Dean	Haverford College	Haverford, Pa.
Hoffmeister, J. Edward, Dean	Univ. of Rochester	Rochester, N. Y.
Holmes, Rev. Bernard C., O.S.B., Dean	St. Anselm's College	Manchester, N. H.
Houpert, Raymond S., President	Moravian College (Men)	Bethlehem, Pa.
Howard, J. Gordon, President	Otterbein College	Westerville, Ohio
Huckabee, Ellen H., Asst. Dean	Woman's College of Duke Univ.	Durham, N. C.
Hughes, Arthur H., Dean	Trinity College	Hartford, Conn.
Hughes, H. L., Dean	La. Polytechnic Inst.	Ruston, La.
Hunt, Everett, Dean	Swarthmore College	Swarthmore, Pa.
Huntley, C. W., Dean	Union College	Schenectady, N. Y.
Ignau, Srs. Mary & Anne, S.N.D.	Notre Dame College	So. Euclid, Ohio
Ingraham, Mark H., Dean	Univ. of Wisconsin	Madison, Wisc.
Irmina, Sister M., C.S.B., Registrar	Villa Madonna College	Covington, Ky.
James, Sister Mary, Dean	Salve Regina College	, R. I.
Johnson, Eldon L., Dean	Univ. of Oregon	Eugene, Ore.
Johnston, J. H., Dean	Virginia State Col.	Petersburg, Va.
Jones, Elizabeth Lake, Dean	Woman's Col. of Furman Univ.	Greenville, S. C.
Jones, Brig. Gen. Harris, Dean	U. S. Military Academy	West Point, N. Y.
Jones, Howard W., President	Youngstown College	Youngstown, Ohio
Josetta, Sister M., R.S.M., Dean	St. Francis Xavier Col.	Chicago, Ill.
Kelley, Louise, Ac. Dean	Goucher College	Baltimore, Md.
Kenna, Rev. Howard, C.S.C., Dir. of Studies	Univ. of Notre Dame	Notre Dame, Ind.
Kent, Robert H., Dean	Franklin College	Franklin, Ind.
Kiely, Margaret, Dean	Queens College	New York, N. Y.
Kille, Frank M., Dean	Carleton College	Northfield, Minn.
Kincaeth, Robert L., Pres.	Lincoln Memorial Univ.	Harrogate, Tenn.
King, Lauren M., Dean	Houghton College	Houghton, N. Y.
Kletzel, Joseph R. (Rev.), Dean	Duquesne University	Pittsburgh, Pa.
Kloepfer, Dr. H. W., Dean	The Col. of the Ozarks	Clarksville, Ark.
Knudsen, Johannes, Pres.	Grand View College	Des Moines, Iowa
Kreider, Carl, Dean	Goshen College	Goshen, Ind.
Kuehner, Kenneth G., Dean	Coker College	Hartsville, S. C.
Lake, Alfred S., Dean	Northeastern Univ.	Boston, Mass.
Land, William G.	(105 Colbourne Crescent)	Brookline, Mass.
Lankard, Frank G.	Drew University	Madison, N. J.
Larsen, Henning, Dean	Illinois University	Urbana, Ill.
Lawrence, Sister M., Dean	Mary Manse College	Toledo, Ohio
Layton, Charles R., Dean	Muskingum College	New Concord, Ohio
Leffler, Emil, Dean	Albion College	Albion, Mich.
Lehman, Chester K., Dean	Eastern Mennonite College	Harrisonburg, Va.
Leis, Sister M. de Chantal, Dean of Women	Seton Hill College	Greensburg, Pa.
Leland, Simeon E., Dean	Northwestern University	Evanston, Ill.
Lemeke, F. D., Dean	Heidelberg College	Tiffin, Ohio
Lewis, Frank B., Ac. Dean	Mary Baldwin College	Staunton, Va.
Leyburn, James G., Dean	Washington & Lee Univ.	Lexington, Va.
Lind, Melva, Asso. in Higher Edu.	A.A.U.W., Nat'l Hdq.	Washington, D. C.
Little, Evelyn Steel (Mrs.), Dean	Mills College	Oakland, Calif.
Little, Homer P., Dean	Clark University	Worcester, Mass.
Loretta, Sister Margaret	Col. of Mt. St. Joseph on the Ohio	Mt. St. Joseph, Ohio
Livingood, Fred G., Dean	Washington College	Chestertown, Md.
Lowther, Florence deL., Asso. Dean	Barnard College	New York, N. Y.
Lucilla, Sister M., Dean	Regis College	Weston, Mass.
Lyman, Mary Ely (Mrs.), Dean	Sweet Briar College	Sweet Briar, Va.
Machmer, William L., Dean	Univ. of Mass.	Amherst, Mass
Madeleine, Sister M. Grace, Dean	Immaculata College	Immaculata, Pa.
Malloy, Rev. J. C., S.J., Dean	Loyola University	Chicago, Ill.
Manley, A. E., Dean	N.C. Col. at Durham	Durham, N. C.
Marie, Sister Anastasia, Registrar	Immaculata College	Immaculata, Pa.
Marie, Sister Bridget, Dean	Col. of Notre Dame of Md.	Baltimore, Md.
Marie, Sister Catharine, Dean	Col. of Mt. St. Vincent	New York, N. Y.
Marie, Sister Margaret, Dean	Dunbarton College	Washington, D. C.
Marie, Sister Teresa, Dean	Nazareth College	Rochester, N. Y.
Maria, Sister Madeleine, Dean	Col. of the Holy Names	Oakland, Calif.

Markham, Finney, Dean	St. Lawrence Univ.	Canton, N. Y.
Marks, M. Helen, Dean	Pa. Col. for Women	Pittsburgh, Pa.
Marriner, Ernest C., Dean of Fac.	Colby College	Waterville, Me.
Mathias, H. E., Ac. Dean	Colorado College	Colo. Springs, Colo.
Mauritia, Sister M., Dean	Mt. St. Mary College	Hooksett, N. H.
May, Elizabeth Eckhardt (Mrs.), Dean	Hood College	Frederick, Md.
Mays, Benjamin E., Pres.	Morehouse College	Atlanta, Ga.
Mays, Morley, Dean	Juniata College	Huntingdon, Pa.
McCarter, Pete Kyle, Dean	Univ. of Miss.	University, Miss.
McConnell, T. R., Dean	Univ. of Minn.	Minneapolis, Minn.
McCummiskey, Rev. James V., Asso. Dean	Loyola Univ.	Chicago, Ill.
McCue, E. C., S.J., Dean	John Carroll Univ.	Cleveland, Ohio
McDougall, George F., Pres.	Huron College	Huron, S. D.
McFall, K. F., Dean	Bowling Green St. Univ.	Bowling Green, Ohio
McKown, E. E., Dean	Evansville College	Evansville, Ind.
McNamee, Rev. Stephen, S.J., Sec.	Jesuit Edu. Asso. Maryland Prince	Baltimore, Md.
McPheeters, W. A., Dean	Clark College	Atlanta, Ga.
Meder, Albert E., Jr., Dean	Rutgers Univ.	New Brunswick, N.J.
Mercer, Sherwood R., Dean of Fac.	Muhlenberg College	Erie, Pa.
Meyer, Rev. Cyril, C.M., Dean	St. John's Univ.	Brooklyn, N. Y.
Miller, C. L., Dean	James Millikin Univ.	Decatur, Ill.
Mitchell, Dale, Dean	Bradford Jr. College	Bradford, Mass.
Moore, Jerome A., Dean	Texas Christian Univ.	Ft. Worth, Texas
Moore, John M., Asso. Dean	Swarthmore College	Swarthmore, Pa.
Morriss, Margaret S., Dean	Pembroke College	Providence, R.I.
Moston, Lester T., Dean	Waynesburg College	Waynesburg, Pa.
Munro, Bertha, Dean	Eastern Nazarene College	Wellaston, Mass.
Murray, A. L., Dean	Wiley College	Marshall, Texas
Myers, Edward D., Dean	Roanoke College	Salem, Va.
Myers, I. M. A., Dean	Allen University	Columbia, S. C.
Nabrit, S. M., Dean	Atlanta University	Atlanta, Ga.
Nash, Rev. John J., S.J., Dir. of Higher Education	Jesuit Educational Ass'n, N.Y. Prov.	New York, N. Y.
North, Rev. Arthur A., S.J., Dean	Univ. of Scranton	Scranton, Pa.
Norton, C. C., Dean	Wofford College	Spartanburg, S. C.
Oberly, H. Sherman, Dean of Admissions	Univ. of Penn.	Philadelphia, Pa.
O'Byrne, Mother Eleanor M., Pres.	Manhattanville College of the Sacred Heart	New York, N. Y.
O'Connor, Rev. Paul, S.J., Dean	Xavier University	Cincinnati, Ohio
O'Donnell, Rev. W. E., Dean	The Col. of St. Thomas	St. Paul, Minn.
Old, Marcus C., Ac. Dean of Faculty	Hofstra College	Hempstead, N. Y.
Olt, Russell, Dean	Anderson College	Anderson, Ind.
Oppenheimer, J. J., Dean	Univ. of Louisville	Louisville, Ky.
Orton, Iwayne, Dir. of Edu.	Intern'l Business Machines Corp.	New York, N. Y.
Owen, H. Goddard, Dean	Rutgers University	New Brunswick, N.J.
Page, Ralph E., Dean	Univ. of Florida	Gainesville, Fla.
Palmer, Philip Mason, Dean	Lehigh University	Bethlehem, Pa.
Pando, J. C., C.M., Dean	St. John's Univ.	Brooklyn, N. Y.
Park, Julian, Dean	Univ. of Buffalo	Buffalo, N. Y.
Patterson, Merrill R., Dean	Marietta College	Marietta, Ohio
Patton, Leslie, Dean	Tusculum College	Greenville, Tenn.
Peacock, Leishman A., Dean	Meredith College	Raleigh, N. C.
Peake, Charles H., Asst. Dean	Univ. of Michigan	Ann Arbor, Mich.
Pearl, Mary J., Ac. Dean	Sweet Briar College	Sweet Briar, Va.
Phoenix, Rev. Joseph G., Dean	DePaul University	Chicago, Ill.
Pietenpol, H. W., Dean	Central College	Pella, Iowa
Porter, C. Scott, Dean	Amherst College	Amherst, Mass.
Potomian, Rev. Bro. A., F.S.C., Dean	Manhattan College	New York, N. Y.
Puckett, E. P., Ac. Pres.	Central College	Fayette, Mo.
Quall, Dr. Alvin B., Dean	Greenville College	Greenville, Ill.
Quarles, Benjamin, Dean	Dillard University	New Orleans, La.
Queen, Stuart A., Dean	Washington University	St. Louis, Mo.
Quinn, Rev. John F., S.J., Dean	Univ. of Detroit	Detroit, Mich.
Rapport, Victor A., Dean	Wayne University	Detroit, Mich.
Raushenbush, Mrs. Esther, Dean	Sarah Lawrence College	Bronxville, N. Y.
Read, Miss Florence M., Pres.	Spelman College	Atlanta, Ga.
Rechard, O. H., Dean	Univ. of Wyoming	Laramie, Wyo.

Reinert, Rev. Paul C., S.J., Ac. Pres.	St. Louis University	St. Louis, Mo.
Rhodes, Peyton N., Vice-Pres.	Southwestern at Memphis	Memphis, Tenn.
Richards, C. F., Dean	Denison University	Granville, Ohio
Richardson, Dorothy, Ac. Dean	Conn. Col. for Women	New London, Conn.
Roach, Rev. Virgil, S.J., Dean	Marquette University	Milwaukee, Wis.
Roadman, Earl A., Pres.	Morningside College	Sioux City, Iowa
Roberts, Eunice C., Dean	Lindenwood College	St. Charles, Mo.
Rogers, Mother Vera, Dean	Duchesne College	Omaha, Neb.
Rooney, Rev. Edward B., S.J., Exec. Dir.	Jesuit Educ. Assoc.	New York, N. Y.
Rose of Lima, Sister, Dean	College of St. Rose	Albany, N. Y.
Royall, Jr., Norman N., Dean	Univ. of Kansas City	Kansas City, Mo.
Rowe, Harry W., Dean	Bates College	Lewiston, Me.
Rusk, Evelyn C. (Mrs. W. S.), Dean	Wells College	Aurora, N. Y.
Sanders, J. P., Dean	David Lipscomb College	Nashville, Tenn.
Schoolcraft, A. A., Dean	W. Va. Wesleyan College	Buckhannon, W. Va.
Schouten, Rev. Raymond, Pres.	Canisius College	Buffalo, N. Y.
Scroggs, Schiller, Dean	Oklahoma A & M College	Stillwater, Okla.
Sellen, Arthur G., Dean	Washburn Municipal Univ.	Topeka, Kansas
Setzler, E. L., Dean	Lenoir-Rhyne College	Hickory, N. C.
Shaffer, G. Wilson, Dean	Johns Hopkins University	Baltimore, Md.
Shank, Donald J., Vice-Pres.	Inst. of Intern'l Educ.	New York, N. Y.
Shanks, Henry T., Dean	Birmingham-Southern	Birmingham, Ala.
Shields, Wm. S., Asst. Sec'y Acad. Board	U.S. Naval Academy	Annapolis, Md.
Shirley, J. C., Dean	Phillips University	Enid, Oklahoma
Shober, Everett R., Dean	Kalamazoo College	Kalamazoo, Mich.
Sipple, Chester E., Dean	Bradley University	Peoria, Ill.
Skeath, J. Milton, Dean	Lycoming College	Williamsport, Pa.
Sloan, Everette A., Dean	Erskine College	Due West, S. C.
Smalling, C. O., Dean	Miss. Southern College	Hattiesburg, Miss.
Smith, H. B., Ac. Dean	Union College	Barbourville, Ky.
Smith, Leon P., Dean	University of Georgia	Athens, Georgia
Smith, Mary Phlegar, Dean	Hollins College	Hollins College, Va.
Spell, Howard E., Dean	Mississippi College	Clinton, Miss.
Spicer, John Reed, Dean	Kent State University	Kent, Ohio
Squire, Francis H., Dean	University of Delaware	Newark, Del.
Stanislaus, Brother E., Dean	La Salle College	Philadelphia, Pa.
Stavig, Lawrence M., Pres.	Augustana College	Sioux Falls, S. D.
Stukes, S. G., Dean of Fac.	Agnes Scott College	Decatur, Ga.
Stone, Paul T., Dean	Huntington College	Montgomery, Ala.
Strevey, Tracey E., Dean	Univ. of So. Calif.	Los Angeles, Calif.
Strong, Earl D., Dean	Grinnell College	Grinnell, Iowa
Sundergan, Mother L., Dean	Barat College	Lake Forest, Ill.
Sullivan, Rev. Matthew G., S.J., Dean	Loyola College	Baltimore, Md.
Taeusch, Henry Wm., Dean	The College of Wooster	Wooster, Ohio
Tait, Marion, Dean	Vassar College	Poughkeepsie, N. Y.
Talbot, S. Benton, Dean of Fac.	Davis & Elkins College	Elkins, W. Va.
ten Hoor, Marten, Dean	University of Alabama	University, Ala.
Tenney, Edward A., Dean	Ripon College	Ripon, Wis.
Tharp, Charles Doren, Dean	Univ. of Miami	Coral Gables, Fla.
Thomas, M. Bruce, Dean	Trinity University	San Antonio, Texas
Thompson, Russell I., Dean	Dickinson College	Carlisle, Pa.
Tibbs, Albert E., Dean	Furman University	Greenville, S. C.
Tippet, Byron K., Dean	Wabash College	Crawfordsville, Ind.
Tischler, Rev. R.E., S.J., Asst. Dean	Loyola University	Chicago, Ill.
VanWinkle, Lewis E., Ac. Dean	McKendree College	Lebanon, Ill.
Veskuyl, Roger, Dean	Wheaton College	Wheaton, Ill.
Walker, Edwin R., Dean	Fla. State University	Tallahassee, Fla.
Wall, Lineas D., Dir.	Va. Union University	Richmond, Va.
Walsh, Rev. Lawrence A., S.J., Dean	Fordham University	New York, N. Y.
Walsh, Philip X., S. J., Dean	St. Peter's College	Jersey City, N. J.
Wangler, Rev. T. J., Dean	DePaul University	Chicago, Ill.
Ward, F. Champion, Dean	University of Chicago	Chicago, Ill.
Weimer, B. R., Dean	Bethany College	Bethany, W. Va.
Wessell, Nils Y., Dean	Tufts College	Medford, Mass.

Weston, Mother Florence, Dean	Manhattanville College of the Sacred Heart	New York, N. Y.
White, M. M., Dean	University of Kentucky	Lexington, Ky.
Whittaker, Roland M., Ac. Dean	Queens College	Flushing, N.Y.
Wicke, Myron F., Dean	Baldwin Wallace College	Berea, Ohio
Wiest, Walter E., Dean	Cedar Crest College	Allentown, Pa.
Wilkins, Mother Myrtle, Dean	Maryville College	St. Louis, Mo.
William, Brother V., F. S. C., Dean	St. Mary's College of California	St. Mary's College, California
Wilson, Logan, Dean	Newcomb College, Tulane University	New Orleans, La.
Wilson, O. Meredith, Dean	University of Utah	Salt Lake City, Utah
Woodward, Herbert P., Dean	Rutgers University	New Brunswick, N. J.
Wright, S. J., Dean	Hampton Institute	Hampton, Va.